

The Education College Council (ECC) & Student Alliance of Graduates in Education (SAGE) presents:

4TH ANNUAL

COLLEGE OF EDUCATION RESEARCH SYMPOSIUM

Reitz Union

March 21, 2019 (9am-4pm)

"Constructing Our Future"



UF | College of Education | Student Alliance of
UNIVERSITY of FLORIDA | Graduates in Education



The 2019 College of Education Research Symposium

Presented by:
The Student Alliance of Graduates in Education
&
The Education College Council

Event Overview

8:30 - 1:00 **Registration**
Chamber Room, Reitz Union
(Breakfast will be available for early birds)

9:30 - 10:30 **Opening & Keynote Speech**
Chamber Room, Reitz Union

Dr. Sevan Terzian

“Uncovering the Racial Roots of Gifted Education in the United States”

Research and Workshop Sessions

11:00 - 1:00 **Poster Session**
G310, Reitz Union

12:00 - 1:30 **Paper Session**
G315, Reitz Union
(Lunch bags will be provided to participants, judges & volunteers)

1:30 - 3:00 **Roundtable Session**
G330, Reitz Union

1:30 - 3:00 **CV Review** (prescheduled session)
G320, Reitz Union

3:00 - 4:00 **Closing and Award Ceremony**
G315, Reitz Union

Poster Presentation

G310, Reitz Union

11:00 am - 1:00 pm

1. Conceptualizing Adult Learners' Epistemic Cognition of Criteria for Evaluation of Data Visualizations

Data visualizations facilitate communication and exploration of statistical information. Understanding how adult learners' critic and evaluate effective data visualizations has been limited. The framework of epistemic cognition is a way to understand this problem. The purpose of this study is to explore the strategies of evaluation for assessing data visualizations.

Charlotte Bolch, School of Teaching and Learning

2. Volunteer Literacy Tutoring for Elementary School-Aged Students

Researcher suggests that one-on-one interventions, provided as a supplement to classroom instruction, have the greatest impact on improving students' reading outcomes. The purpose of this review is to provide an informative summary of the relevant literature on literacy-focused volunteer tutoring programs in elementary schools (K-5) since 2000.

Valentina Contesse, School of Special Education, School Psychology, and Early Childhood Studies

3. Leveraging Digital Technology and Social Media to Engage Gen Z Learners in Academic Environments

Generation Z requires educators to create environments that leverage technology and social media. Being a digital native is not required to connect with students but avoiding classroom tech can reduce learning outcomes.

Messaging and mobile apps, smart phones, and podcasts are tools for collaboration and construct classrooms of the future.

Shayce Johnston, School of Human Development and Organizational Studies in Education

4. Developing a Speech Act Curriculum for Intensive English Program Students

Over the past three years, the Cultural Immersion Program has developed a speech act curriculum for language assistants at the English Language Institute. For each proficiency level, we created speech act objectives which reinforce the listening/speaking outcomes and incorporate listening/speaking and grammar skills into practice for common English speech acts.

Nathaniel Bloemke, School of Human Development and Organizational Studies in Education

Poster Presentation (continued)

G310, Reitz Union

11:00 am - 1:00 pm

5. Preschool Instruction, and its Effect on Kindergarten Readiness

I have collected information on previous studies aiming to answer the argument of the effects of preschool instruction and how this relates to students kindergarten readiness skills. I now aim to conduct research to answer this question and determine if there is a curriculum that better prepares students for kindergarten.

Kristina Cartin, School of Teaching and Learning

6. PREPSCI - Culturally Responsive Science Teaching and Critical Whiteness

What is the impact of having science students of many different backgrounds being taught by an educator pool that is predominately white? Through our research we analyze the ways in which culturally responsive teaching styles can better help students learn and can aid educators in tackling complex social systems.

Joey McGinn, Julie Brown, Takeshia Pierre, School of Teaching and Learning

7. Do I Belong Here? The First-generation Student Experience

First generation students face a unique set of challenges during their college experience. This poster will examine what some of these challenges are, the academic and emotional impact of these challenges, and how higher education institutions can work towards meeting the needs of this diverse population.

Elvisa Shalsi, School of Human Development and Organizational Studies in Education

8. Advancing Rural HEALTH Through Academic-Community Partnerships

UF/ IFAS Extension has been identified as the academic partner in collaboration with faith communities to initiate health promotion and to bridge the gap of health disparities in the low income and racial/ethnic rural African-American communities through community-based participatory research.

Biswadeep Dhar, Lori Wiggins, Wendy Lynch, Noemi Reyes, Dr. LaToya O'Neal, Department of Family, Youth & Community Sciences

Poster Presentation (continued)

G310, Reitz Union

11:00 am - 1:00 pm

9. Exploring the Stressors and the Relationship between Stress and Academic Achievement in College Students Life

Stress is a significant health problem that occurs commonly among college students in the U.S. (Hunt & Eisenberg, 2010). The current study explores the common stressors and offers evidence of how these stressors affect students. This literature review examines the relationship between college students stress and their academic achievement.

Nermin Ciloglu Cakmakci, School of Teaching and Learning

10. The Definition of Computational Thinking

My presentation will explore the definition of computational thinking through multiple definitions that different teacher interviews have created, with a goal of creating a cohesive definition that will allow computational thinking to become a recognized cohesive concept.

Bailey Lovesky, School of Teaching and Learning

11. Differences in Experience and Perceptions of General Chemistry Laboratory between In-Sequence and Out-of-Sequence Students

The ChANgE Chem Laboratory project situates freshman chemistry concepts in an authentic engineering context. This poster focuses on the course's second Design Challenge, Make Solar Energy Economical. This study utilizes the social-cognitive theory to identify differences between students enrolled in CHEM 2095L during Fall 2017 and Spring 2018 semesters.

Courtney Spillman, Lorelie Imperial, Corey Payne, Kent Crippen, School of Teaching and Learning

12. Inclusion and Equity for Emergent Bilinguals in a Rural District

Focusing on inclusion and inclusivity, we investigate the reflections from five interviews with mainstream teachers and four EB student focus groups in a rural district. A lack of foundational knowledge of teaching and ESOL strategies, over-dependence on paraprofessionals and stereotypical notions of Latin@ EBs stand out from our thematic analysis.

Ester de Jong, Huseyin Uysal, Masashi Otani, School of Teaching and Learning

Poster Presentation (continued)

G310, Reitz Union

11:00 am - 1:00 pm

13. Role of the Mosque in Maintaining Arabic as a Heritage and Religious Language in the US

Using mixed methods, this paper examined the role of mosque in helping Muslim families maintain Arabic as a heritage and religious language in the US employing Sapolsky's framework and Liddicoat's Orientations. Findings showed Arabic-speaking participants wished accomplishing sacral and comprehensible motives while sacral reasons were the foremost concern for non-Arabs.

Ahmed Al Mata'ni, School of Teaching and Learning

14. Teaching Evolution in a Southern Rural Classroom: Approach Makes a Difference

This presentation will examine how teaching approach impacts students' understanding and perception of evolution in a southern rural classroom.

Christine Lord, School of Teaching and Learning

15. Computational Thinking in Schools as a Weapon in the Fight Against Poverty

This presentation will explore the various challenges of implementing computational thinking on a school-wide level in select New York City public schools, and detail resources and teaching strategies for improving this implementation. Teaching this way of thinking in schools can help to bridge achievement gaps that contribute to socioeconomic disparities.

Melissa Pierce, Maya Israel, School of Teaching and Learning

16. "No Place to Hang": Student Experiences During the Education Library Closure

This study used a narrative inquiry approach to understand the experiences of students during the closure of the Education Library during its renovation. Twelve students participated in one-on-one interviews consisting of a series of semi-structured questions about their experiences, feelings, and attitudes related to the library closure.

Rachael Elrod, School of Human Development and Organizational Studies in Education

Poster Presentation (continued)

G310, Reitz Union

11:00 am - 1:00 pm

17. Future of Refugee-background Students' Education in Poland: Language Ideologies in Polish-as-a-foreign-language Textbooks

This study aims to unearth ideologies embedded in Polish-as-foreign language textbooks and examine how these texts align with language policies for refugee-background students in Poland. Guided by the Critical Discourse Analysis, this paper manifests that language textbooks contribute to inequitable educational practices in the context of refugee students' education.

Aleksandra Olszewska, School of Teaching and Learning

18. Managing Disruptive Behavior in the Classroom

Managing a variety of classroom behaviors is a challenge to all teachers, especially first year teachers. I have noticed one particular student who exhibits disruptive behaviors and addressing this behavior takes away valuable class time from all students. I decided to implement strategies to assist this student with decreasing unwanted behaviors, encouraging positive behaviors and improving the classroom environment in general.

Megan Black, School of Teaching and Learning

19. Inequitable Consequences for (Mis)Behaving while Black: Examining the Correlation between Administrator Race and Student Suspension Rates

We wanted to know if there were significant differences in risk of out of school suspension (OSS) for Black students relative to White students in schools with Black and White administrators. Critical Race Theory is used to analyze the disproportionality that was revealed in the results.

D'Annette Mullen, Nicholas Gage, School of Special Education, School Psychology, and Early Childhood Studies

20. How Community College Affects Students

The context of higher education consists of various subpopulations of students and environments. I explored research on how community college (CC) affects students. Particularly, I conducted a literature review to explore psychosocial factors that impact CC students and identifiers of their persistence.

Maryanne Long, School of Human Development and Organizational Studies in Education

Poster Presentation (continued)

G310, Reitz Union

11:00 am - 1:00 pm

21. SITE Coaches and Interns Co-Reflecting on Teaching for Student Success

As teacher educators who are dedicated to improving instructional effectiveness, we provide instructional coaching based on self-reflection to enable our students to “make sense” of the many facets of teaching for student success. With that in mind, we entered into this self-study to determine whether we were supporting our teacher candidates (Interns) in connecting their teaching to student success and the Florida Educator Accomplished Practices (FEAPs). We reviewed data from observation forms to determine our effectiveness.

Rochelle Warm, Barbara Buys, Rita LaRoche, William Vash, School of Teaching and Learning

22. Understanding Feminism in the Middle East

In the Middle East, women are fighting for basic human rights. This unique branch of feminism serves as survival in a culture that subordinates women, robbing them of their voice and freedom. This poster is meant to raise awareness on the unique struggles women in the Middle East survive through.

Tonya Zwain, School of Human Development and Organizational Studies in Education

23. Mindfulness Technology in Education

This poster will review current and future mindfulness technologies and practices across educational contexts.

William Wildberger, School of Teaching and Learning

24. Differences in the Experience of Women in Chemistry for Engineers Lab and ChANgE Chem Lab

This poster will address how the experience of female engineering students differed among those who completed the “business as usual” laboratory tasks versus those who completed the Design Challenges designed through the *ChANgE Chem* Lab project in the Fall of 2018.

Kendall Aldrich, Corey Payne, Lorelie Imperial, Kent J. Crippen, School of Teaching and Learning

Poster Presentation (continued)

G310, Reitz Union

11:00 am - 1:00 pm

25. Connecting Teachers and ELLs Using Student Portraits

The question that guided this inquiry is ‘How can the use of student portraits help teachers connect with their ELLs, promote learning outcomes, and improve engagement in school?’ This study was conducted with two educators and their respective groups of students, one in a lower elementary classroom and the second in a high school setting. Methods used for constructing student portraits consisted of an ‘All About Me’ completed by students, a survey and follow-up interview with parents, and observations conducted by the teachers. Findings from this inquiry suggest student portraits are effective in bridging the gap between the cultural and linguistic backgrounds of educators and their students.

Terri Lynn Ashchi, Joyce Bullock Elementary School, **Minerva Gonzalez**, Levy County School District

26. Scholarship on community college student affairs: A review of 10 years of published research

The purpose of this study was to examine the frequency and overall percentage of journal articles related to community colleges offered by the journals of ACPA and NASPA during the 10-year period from 2008 to 2017. We used content analysis methodology for the review of articles, which consisted of 580 articles in 68 issues of *The Journal of College Student Development* and 287 articles in 41 issues of *The Journal of Student Affairs Research and Practice* (formerly *NASPA Journal*). We found overall that 8 of the total 867 articles (0.92%) were community college/two-year college student affairs related topics. Findings also include counts of the total number of articles published per journal each year and the counts and percentages of the number of articles published on community college student affairs. Recommendations for professional associations, faculty in graduate preparation programs and student affairs educators are provided.

Mu Zhang, **Cliff Haynes**, School of Human Development and Organizational Studies in Education

Paper Presentation

G315, Reitz Union

12:00 - 1:30 pm

1. Trends and Issues in Multimedia Learning Research in 1996-2016: A Bibliometric Analysis

A bibliometric analysis was used to identify trends and issues in multimedia learning research from 1996 to 2016. This study reveals a) overall bibliometric data, including an analysis of the distribution of publications by year, subject area focus, source, and authors, as well as an illustration of top-cited articles; b) a keyword co-occurrence analysis, including a keyword co-occurrence network and keyword burst detection; and c) a term co-occurrence analysis consisting of five cluster analyses which indicated current research themes and future research directions.

Jingwei Li, Pavlo (Pasha) Antonenko, Jiahui Wang, School of Teaching and Learning

2. The Paradigm Shifts in Coaching Pre-Service Teachers

Clinical education programs seek to equip pre-service teachers with the skills to self-reflect on their own teaching and learning. This study shares interview results from three UF clinical supervisors as they share what they consider to be the most effective moves when coaching pre-service teachers and highlights the shifts that must occur in order to transition students from a pre-service teacher to a practicing teacher.

Amanda Pate, School of Teaching and Learning

3. Constructing Teacher Education for the L2 Classroom: A Case Study

Scholars have recently called for greater research into the specific ways that second language teacher education (SLTE) can shape language teachers' moment-to-moment instructional decisions in the classroom. This presentation details a study which uncovered 19 specific areas of knowledge that the focal teachers were drawing on from their SLTE experience, as well as 16 local conditions which either facilitated or hindered the teachers' ability to apply that knowledge. Implications for teacher education theory and practice will be discussed.

Nate Murray, School of Teaching and Learning

Paper Presentation (continued)

G315, Reitz Union

12:00 - 1:30 pm

4. In the Hot Seat: Summer School for Latinx Students

This study analyzes the ways in which summer school serves to break down or maintain educational barriers for Latinx students across three different community-based charter schools in the northeast.

Erika Davis, Center for Latin American Studies

5. Classroom Controversy and Figured Worlds: What Teacher Candidates Believe About Teaching as they Begin Their Studies

Teacher candidates come into their course and field work with various beliefs about schools, teaching, and their future professional obligations. Figured worlds are socially and culturally constructed frameworks--or stories--that contextualize relevant aspects for the social world, and these figured worlds are one useful way of interrogating teacher candidates' beliefs about the profession. This presentation will analyze the figured worlds of teacher candidates in their first year of university course work, specifically as it concerns their beliefs in relation to gun violence in schools.

James Rigney, School of Teaching and Learning

6. An Examination of Cut Scores and Variations in Classification Accuracy and Consistency of High-Stakes Tests in the State of Florida

High-stakes testing in education often requires the use of cut scores to report achievement. In Florida, cut scores are used to establish different levels of achievement. Although the Florida Standards Assessments (FSA) reports the accuracy rates for cut scores, they do not report classification consistency nor do they report information on the alignment between cut scores and variations in classification accuracy and consistency. The purpose of this study is to perform a case study evaluating the alignment between marginal classification accuracy and consistency rates across the ability continuum to cut point locations for high-stakes cut scores.

Lissette Tolentino, School of Human Development and Organizational Studies in Education

Paper Presentation (continued)

G315, Reitz Union

12:00 - 1:30 pm

7. Education as a Vocation: Max Weber and the Problem of Teacher Leadership

This conceptual research argues that educationalists can learn much from the work of sociologist Max Weber. His thought regarding bureaucracy and rationalization can provide insights into the forces at work in American education in the twenty-first century. As he argued for a strict separation between leadership and teaching, his work can illuminate some thorny questions about teacher leadership as well.

James Rigney and Amanda Pate, School of Teaching and Learning

Roundtable Session

G330, Reitz Union

1:30 - 3:00 pm

Table 1

Teacher Inquiry and Teacher Learning

1. Reducing Disruptive Behaviors in the Classroom by Enhancing My Classroom Management Strategies

During my teaching, I noticed that frequent off-task behaviors existed in the multi-age classroom. As a novice teacher, I needed to develop a "tool-box" of useful strategies to assist students with on-task behaviors and self-regulation. The purpose of this self-study was to enhance my repertoire of classroom management strategies to assure that off task behaviors were addressed.

Jenny Mullen, School of Teaching and Learning

2. Starting the Day with the Right Attitude!

Morning meetings take place in most first-grade classrooms. Meanwhile observing morning meetings in the classroom, I realized that our morning meetings were not producing the desired effects of a growing sense of classroom community. I decided to introduce new strategies and activities to our morning meetings. These activities and strategies focused on positivity, inclusion, and team building.

Amanda Diaz-Romero, School of Teaching and Learning

3. Measuring Teachers' Knowledge and Perceptions of Student Mental Health

Student mental health is a growing concern, and teachers play a significant role in identifying and connecting students to services. Despite the growing need, teachers report inadequate training and knowledge to participate in mental health processes. Effective measures are needed to guide teacher education regarding student mental health needs.

Courtney Mastrorio, Kathryn Trainor, Joni Splett, School of Teaching and Learning

Roundtable Session (continued)

G330, Reitz Union

1:30 - 3:00 pm

4. How Families Experience School Technology - Breaking Barriers and Building Opportunities

When navigating the muddy waters of middle school, the variety of choices can be both exciting and overwhelming, especially when it comes to technology. Join me for a roundtable discussion as I share my current inquiry work investigating how families new to the middle school setting experience technology.

Macy Geiger, PK Yonge

5. The Ties that Bind: The Systems, Elements and Experiences of a Teacher Learning Community

Have you ever been in a work marriage? Students' academic, social, and emotional growth depends on the complex and intimate relationships found within a teacher learning community (LC). In this session, participants will define the essential elements of, explore the varied teacher experiences within, and reflect on their own practices to take steps towards building trusting and professional partnerships within an LC.

Tara Palmer, Johnny Bell, Erin Cooke, Angela Gonzalez, & Michael Poole, School of Teaching and Learning, PK Yonge

Table 2

Multicultural and Multilingual Education

6. Differences between Chinese and American Elementary School Classes

Chinese and American elementary school classrooms' different decorations, teaching styles, students' in school activities, subjects they learn and the advantages and disadvantages of them.

Jing Lyu, School of Teaching and Learning

Roundtable Session (continued)

G330, Reitz Union

1:30 - 3:00 pm

7. How to incorporate first semester international teacher candidates' cultural exchange activities into American elementary schools?

Multi-cultural exchange and integration have already become the inevitable trend and main stream in the modern age. Moreover, America is a multi-ethnic nation, so we believe that international teachers will become more and more important in the field of education. As the international teacher candidates who have the cultural background of China, we decided to give a shot to this issue. So we gave presentations of Chinese Spring Festival to the kids in our internship school. They showed great passion of Chinese culture, especially those Chinese kids who were inactive and passive in class. In addition, as to school mentors, more Chinese elements permeates the teaching materials. The roundtable meeting would include three parts: the process of the presentation, the importance of this kind of activities and after-event reflection. We believe that international teachers will definitely act the indispensable roles in constructing the future.

Xinyu Fu, Hongqin Yang, Yuchen Shi, Yuxue Min, School of Teaching and Learning

8. You learn from you know: Translanguaging pedagogy to facilitate ELLs' heritage language maintenance and English learning

Language-as-resource orientation (Ruiz, 1984) is now so widely acknowledged in ESOL and bilingual specialization. However, when it comes to the education of ELLs in actual practices, the application of this orientation is often not enough. This presentation will display translanguaging pedagogies about how students' heritage language can be used to learn English and maintain their heritage language, with a critical perspective of translanguaging. Both teachers and teacher educators can take away practical and theoretical implications for their teaching.

Jie Li and Jiameng Gao, School of Teaching and Learning

Roundtable Session (continued)

G330, Reitz Union

1:30 - 3:00 pm

9. Language use of Chinese Graduate Students in a text-based online course

Employing new literacies perspectives (New London Group, 1996) and Gee's (2011) critical discourse analysis as the framework, this qualitative study examines how Chinese graduate students developed social languages in the digital academic discourse communities of a text-based online course.

Huan Gao, School of Teaching and Learning

Table 3

The Impact of Teaching Strategies and Classroom Management to Student Learning

10. Goal Setting and Its Effect On The Classroom and Individuals

This inquiry sought to find out if both class-wide and individual goal setting worked as a means to improve individual student behavior and develop a sense of community, kindness, and cohesion in the classroom.

Aubry Addison, School of Teaching and Learning

11. Does Effective Re-Seating Help Increase Student Focus?

Studies have reported that seating arrangements impact the learning process (2019, Professional Learning Board, LLC.) Students who are seated in the back of a classroom are often prone to greater distraction. This study aims to measure the effects of re-seating distracted students. Student test scores will also be reviewed to assess if re-seating has a positive effect on student learning. Three different seating arrangements will be implemented and observations will be conducted to measure student focus. The seating arrangements include: a V-shaped arrangement, a Low-Medium-High arrangement, and the Proximity to Teacher arrangement. Data will be collected and notes reviewed to further analyze the results of the study.

Lesley Aldrich and Abby Ramirez, School of Teaching and Learning

Roundtable Session (continued)

G330, Reitz Union

1:30 - 3:00 pm

12. The Impact of Readers Theatre on Reading Prosody in Second Grade Students: Impact to Student Learning

This study intended to measure the impact of Reader's Theatre on student prosody. Students read a passage by themselves and then participated in Readers' Theatre together. Assessment included using a rubric to measure the impact Readers' Theatre had on their prosody by comparing students' reading of the same passage at the beginning and end of data collection.

Debra Brown, School of Teaching and Learning

13. The Effectiveness of Utilizing Math Songs to Increase Math Concept Understanding and Retention

This study intends to determine the effectiveness of using different math concept songs to increase the students' understanding of each concept, increase concept retention, and improve students' automaticity in solving concept related math problems. These songs are intended to supplement previously learned math concepts that students are currently struggling with.

Carla Fraiss, School of Teaching and Learning

Table 4

Affective and Social Learning in the Classroom

14. Encouraging Empathy and Kindness in a Group of Fourth Grade Girls

This study intends to measure the effectiveness of implementing activities that foster kindness in the classroom. The goal is to target and reduce the relational aggression among a group of fourth grade girls. Data will be collected to record the frequency and severity of disputes in the classroom.

Abigail Gardner and Heather Smith, School of Teaching and Learning

Roundtable Session (continued)

G330, Reitz Union

1:30 - 3:00 pm

15. Increasing Interest in Mathematics: Rhythm Games and Algebra

Three students were pulled from a first-grade math class due to their above average performance. To increase their interest in mathematics and match their level of understanding, rhythm games were introduced and eventually guided students to think algebraically. The inquiry was focused on students' participation and attention level as well as self-reflection from the instructor.

Hah Kim, School of Teaching and Learning

16. Encouraging Pro-Social Behavior in the Classroom

This action research project is exploring the interventions implemented in a second grade classroom to foster pro-social development. Students are participating in whole group activities that foster cooperation through weekly social-emotional themes, including kindness, friendship, being alike and different, giving and receiving, helping, and being yourself.

Shandel Ramlochan, School of Teaching and Learning

17. Tracking and Increasing Engagement through Incorporating Technology in the Classroom

This study intends to measure the effect technology has on student engagement and participation. Data will be collected by the record of student participation during lessons with and without hands-on technology. The hands-on technology being used are Plickers and Google Maps, which both actively engage students in the lesson.

Sarah Dunay-Sooker, School of Teaching and Learning

Keynote Speaker

Chamber Room, Reitz Union

9:30 -10:30 am



Dr. Sevan Terzian

Professor, Schools, Society & Culture, STL
College of Education, University of Florida

Uncovering the Racial Roots of Gifted Education in the United States

African American students have long been underrepresented in gifted and talented programs in American schools. At the start of widespread intelligence testing a century ago, most of the nation's leading educational psychologists claimed that inherent cognitive deficiencies disproportionately limited the number of gifted African American youth. This address explores how an African American graduate student, Lillian Steele Proctor, challenged such assertions by conducting the first known study of gifted students of color: 30 Black elementary school children in Washington, D.C. during the late 1920s. Most notably, Proctor vividly described these children's exceptional abilities and demonstrated that gifted African American children existed in healthy numbers. At the same time, Proctor exposed systemic patterns of racial discrimination throughout the nation's capital that treated all gifted Black youth as second-class citizens and thwarted their intellectual growth. In light of persistent patterns of racial inequalities in American gifted education, Proctor's pioneering research exposes the deep roots of discrimination and some African Americans' active resistance against claims of intellectual inferiority.

Biographical Statement:

Dr. Sevan Terzian has taught history and philosophy of education at the University of Florida since 2000. He came to UF after completing PhD degrees at Indiana University in both History of Education and American Studies. Dr. Terzian's first book, *Science Education and Citizenship: Fairs, Clubs, and Talent Searches for American Youth, 1918-1958*, traces the changing civic justifications for extracurricular science programs in the United States. His second book, *American Education in Popular Media: From the Blackboard to the Silver Screen*, is a co-edited volume of historical essays from leading scholars and former students about the portrayals of schooling through radio, film, and television. Currently, Dr. Terzian is researching a book-length study of the racial dimensions of "giftedness" in twentieth century American education. Dr. Terzian has been recognized for excellence in both research and teaching at UF. He was recognized for distinction in research through a University of Florida Research Foundation Professorship from 2009-2012. He also received the University of Florida's Undergraduate Teacher of the Year Award in 2008 as well as the College of Education's Graduate Teacher of the Year Award in 2013. Dr. Terzian feels especially fortunate to collaborate with such wonderful students and colleagues in the Teachers, Schools, and Society Program in the College of Education.

Closing and Awards

G315, Reitz Union

3:00 - 4:00 pm

Brief closing remarks, followed by awards for:

- Undergraduate Student Poster Award
- Masters Student Poster Award
- PhD Student Poster Award
- College of Education Paper Award

Presented by:

Dr. Nancy Waldron

Associate Dean for Student Affairs & Graduate Education

Organized by:

SAGE

Mark Preston Lopez

President

Peijuan Cao

Vice-President

Tara Ferland

Secretary

Amira Al-khatib

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Special thanks to:

Our co-sponsors and financial supporters: Dr. Nancy Waldron (ECC Sponsor) and UF Student Government.

Paper Judges: Kent Crippen, Gage Jetter, and Corinne Manley

Poster Judges: Ana Puig, Angela Kohnen, Nancy Corbett, Tara Mathien, and Drew Long

CV Doctors: Vicki Vescio, David Miller, Julie Brown, Albert Ritzhaupt, and Elizabeth Bondy

Volunteers: Lorelie Imperial, Elizabeth Currin, Heather Lauritano, Tae Yeon Kwon, Jessica Socorro, Riya Chakraborty, Amanda Diaz-Romero, Lesley Aldrich, Megan Black, Dr. Shelley Warm

Consultants: Albert Ritzhaupt, Corinne Manley, Tina Smith-Bonahue

And our esteemed **Keynote Speaker**,
Dr. Sevan Terzian